The mission of Center Line Public Schools is to provide all students relevant and challenging learning experiences to inspire success and empower them to be the leaders of tomorrow.
Welcome to Center Line Public Schools, where your child is our first priority.

Dear Parents/Guardians,

Providing your child with a high-quality educational experience in a safe, nurturing environment is the goal of the Board of Education and staff of Center Line Public Schools. We invite you to share this responsibility by monitoring your child’s academic progress and gaining a clear understanding of the standards we have for our students – standards that are vital to advancing the learning process. We ask that you take time to review the important information and expectations contained in this parent and student handbook with your child. Working together, we can ensure that every child achieves.

Sincerely,

Eve Kaltz
Superintendent

CENTER LINE PUBLIC SCHOOLS BOARD OF EDUCATION
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BELIEFS & MISSION

Beliefs

1. Every person has value.
2. Everyone can learn, grow and achieve.
3. Education is a teaching and learning process.
4. Learning is lifelong and timeless.
5. Everyone requires a physically and emotionally safe environment.
6. Early childhood development is the foundation of lifelong learning.
7. Building character and self-confidence is imperative.
8. Teaching considers the whole child and must be relevant and inspiring.
9. Optimal success requires active involvement from the entire community.
10. Education is fundamental to a successful society.

The mission of Center Line Public Schools is to provide all students relevant and challenging learning experiences to inspire success and empower them to be the leaders of tomorrow.
WELCOME TO CENTER LINE PUBLIC SCHOOLS!

We are proud of our outstanding educational programs. The district’s elementary curriculum is designed to guide students in experiencing the joy and satisfaction of discovery and accomplishment.

We celebrate our students’ varied ethnic and racial heritage and wide-ranging abilities. Here your child can excel in a nurturing environment of understanding, acceptance, encouragement, and high expectations.

Learning takes place best in a calm and orderly environment, and your child’s good conduct will help him or her get the most out of school. This handbook offers guidelines, policies, and practical advice for Center Line Public Schools’ parents, teachers, and administrators to use in working together to help students blossom into confident, capable, and caring young adults.

Enrolling Your Child

Children reaching their fifth birthday on or before September 1 of the enrollment year and living within Macomb County are eligible for Kindergarten in the district.

To enroll your child in Center Line Public Schools, parents are required to bring the following documents at the time of enrollment at the Administration Building located at 26400 Arsenal, Center Line, Michigan 48015. To enroll your son or daughter, you must present:

- Embossed birth certificate
- Immunization record
- Parent/guardian photo ID
- Accepted proof of residency: lease agreement, closing document, current tax bill, or utility bill

Please contact the Center Line Public Schools Pupil Services Office at 586-510-2043. When registering, please notify the district if your child receives specialized services. School officials will request transcripts from your child’s previous school.

Immunization Requirements

At enrollment, the state law requires parents to provide the school with detailed immunization records providing the month, day and year your child was vaccinated against:

- Measles, mumps, and rubella (MMR)
- Chicken pox (varicella)
- Polio
- Hepatitis B
- Diphtheria, pertussis (whooping cough), and tetanus (DTaP, DT, Td or Tdap)

Hearing and vision screenings are required for kindergarten entrance. These can be done by the child’s doctor or at the Macomb County Health Department, 586-412-5945.

In addition, all students in seventh grade, regardless of when they entered the district, are required to meet the current immunization requirements for measles, mumps, and rubella (MMR); diphtheria, pertussis, and tetanus; chicken pox (varicella); polio; hepatitis B; and meningococcal conjugate vaccines and provide a written record of having received these immunizations. Students who do not comply with the immunization law or who fail to file a waiver will be excluded from school. For more information about immunization, call the health department at 586-469-5372.
Vaccination Information

In 2014, Michigan modified the administrative rules that changed how nonmedical waivers for immunizations will be processed for school and childcare programs. This rule went into effect on January 1, 2015.

The new rule requires parents/guardians who want to claim a nonmedical waiver to receive education from a county health department about the benefits of vaccination and the risks of vaccine-preventable diseases before claiming the waiver. A nonmedical waiver is a parent’s/guardian’s written statement indicating the religious or philosophical (other) objections to a particular vaccination(s).

The new rule requires schools and child care centers to refer parent’s/guardian’s request for a nonmedical waiver for immunizations to the county health department for immunization waiver education and waiver certification. **Schools and childcare centers will only be able to accept a certified State of Michigan Immunization Waiver Form**. A certified, nonmedical waiver with a revision date of January 1, 2015 has the county health department stamp and signature of the authorizing agent completing parent/guardian immunization education. This waiver can only be obtained at the county health department and based on the new rule; parents/guardians will no longer be able to submit uncertified immunization waiver forms to the school.

The new rule applies to all children who are enrolled in a public or private licensed childcare, preschool and Head Start program and/or Kindergarten, 7th grade, and any newly enrolled student into the school district.

Parents/guardians will need to submit to the school the completed, certified nonmedical immunization waiver form and/or complete immunization record. Students who do not comply with having either a completed immunization record or a certified waiver form are to be excluded from school unless they are in the provisional period.

THE ELEMENTARY REPORT CARD

Introduction/Purpose

With any type of reporting tool, the primary goal is communication. The elementary report card is intended to help parents/guardians and students understand student progress toward meeting the grade level learning goals and social expectations set by the state and district. Report cards should provide useful information on where to make adjustments to achieve these goals.

Board Policy

Board Policies 5420 and 5421 address the topics of Reporting Students Progress and Grading. The Board directs the establishment of a system of reporting student progress which includes written reports, and/or parent conferences with teachers. The district’s grading system is designed to help the students, teachers, and parents judge properly how well the student is achieving the goals of the district’s program. Board Policies can be found on the district website at clps.org.
Standards-Based Report Cards

In order to improve the communication between school and home, Center Line uses a standards-based report card. Standards-based reporting communicates with parents’ specific expectations of student’s learning; this information is helpful in planning appropriate academic and social support from home. For example, a letter grade usually represents the percentage of correct work completed. However, a standard will give specific information such as whether or not your child can tell and write time to the nearest five-minute interval. Important learning skills and social skills have also been identified for each level to promote student success. The following pages will outline the standards for each grade level evaluated on the report card.

Report Card Format

Each report card displays all of the expected grade level standards to be mastered by the end of the year. Teachers will mark all of the standards that were taught during that quarter. Standards that were not assessed for that particular quarter will be left blank.

Students in the upper elementary grades will receive an overall letter grade in the subjects of mathematics, social studies and science.

Kindergarten Standards

READING
Retells using simple story elements
Uses reading strategies
Reads grade level text

ASSESSMENTS (End of year expectations in parentheses)
Identifies letters (54)
Produces letter sounds (26)

WRITING
Writes words to match picture
Uses beginning phonetic spelling in written work
Uses upper and lower case letters appropriately
Leaves space between words
Writes from left to right and top to bottom

HANDWRITING/FINE MOTOR SKILLS
Forms upper and lower case letters
Shows control when using writing tools, glue, scissors
Uses acceptable pencil grip
Writes first and last name in standard form (first letter capital, rest lower case)

LISTENING AND SPEAKING
Uses effective listening behaviors
Speaks clearly with developmentally appropriate grammar
**MATHEMATICS**
Reads any numeral shown from 0 to 100
Writes any number as dictated from 0 to 100
Adds and subtracts numbers
Compares objects by size, weight, and length

**ASSESSMENTS** (End of year expectations in parentheses)
Counts numerals orally (100)
Writes numerals in sequence (20)
Counts by 10's (100)
Identifies basic shapes (square, triangle, rectangle, circle, hexagon)
Identifies basic 3-dimensional shapes (sphere, cube, cylinder, cone)

**SOCIAL STUDIES**
Identifies the country's flag as a symbol of the United States
Creates a timeline using events from their own lives
Uses positional words to identify locations
Describes how people meet their needs and wants
Distinguishes between goods and services

**SCIENCE**
Describes local weather patterns over time
Compares pushes and pulls on the motion of an object
Offers solutions for human impact on land, water and air

**First Grade Standards**

**READING**
Reads grade level text fluently with expression
Uses strategies to decode words and understand vocabulary
Uses strategies to comprehend grade level texts
Identifies and describes elements of a variety of genres
Determines central ideas or themes of a text

**WRITING**
Demonstrates the following traits of good writing appropriate to the task/genre:
- Content and Ideas (on-topic/includes details and examples)
- Organization (beginning, middle, and end)
- Style and Voice (effective word choice/ sentence variety)
- Conventions (capitals and punctuation)
- Writes three or more connected sentences

**WORD WORK**
Demonstrates letter/sound correspondence in writing
Spells word work words correctly in daily work

**HANDWRITING**
Forms manuscript letters correctly and legibly
**MATHEMATICS**
Demonstrates the skills and understanding of the following standards:
- Tells and writes time to half-hours
- Adds within 20
- Subtracts within 20
- Adds and subtracts fluently within 10
- Understands place value in a two-digit number
- Reads numbers to 120
- Writes numbers to 120
- Uses addition and subtraction within 20 to solve word problems
- Measures and compares lengths of objects
- Organizes, represents, and interprets data
- Skip counts orally to 120 by 2’s
- Skip counts orally to 120 by 5’s and 10’s
- Knows basic geometric shapes and attributes

**SCIENCE**
Demonstrates an understanding of concepts and skills in the following standards:
- Provides evidence that vibrating materials can make sound
- Describes how young plants and animals are similar to their parents
- Uses observations to describe patterns of the sun, moon and stars

**SOCIAL STUDIES**
Demonstrates an understanding of concepts and skills in the following standards:
- Gives examples of the use of power with and without authority in school
- Identifies physical and human characteristics of a place
- Compares family and school life today with life in the past
- Explains how scarcity impacts choices

**Second Grade Standards**

**READING**
Reads grade level text fluently with expression
Uses strategies to decode words and understand vocabulary
Uses strategies to comprehend grade level texts
Identifies and describes elements of a variety of genres
Determines central ideas or themes of a text

**WRITING**
Demonstrates the following traits of good writing appropriate to the task/genre:
- Content and Ideas (on-topic/ includes details and examples)
- Organization (beginning, middle, and end)
- Style and Voice (effective word choice/ sentence variety)
- Conventions (capitalization, grammar, and punctuation)
WORD WORK
Spells word work words correctly in daily work

HANDWRITING
Forms manuscript letters correctly and legibly

MATHEMATICS
Demonstrates the skills and understanding of the following standards:
- Uses strategies to solve word problems within 100
- Fluently adds up to 100
- Fluently subtracts up to 100
- Understands place value up to 1000
- Uses understanding of place value to add and subtract up to 1000
- Recognizes and draws shapes based on their attributes
- Partitions circles and rectangles into equal shares
- Tells and writes time to the nearest five-minute interval
- Counts money and makes change
- Estimates and measures lengths using standard units
- Constructs and interprets a graph representing a set of data
- Writes equations representing arrays and equal groups

SOCIAL STUDIES
Demonstrates an understanding of concepts and skills in the following standards:
- Gives examples of how local governments make, enforce and interpret laws
- Uses maps to describe locations of places in the community
- Describes how the local community is part of a larger region
- Identifies natural, human and capital resources needed for producing goods or services
- Takes a position with reasoning on a local issue

SCIENCE
Demonstrates an understanding of concepts and skills in the following standards:
- Classifies materials by their observable properties
- Compares solutions to slow or prevent changing of the land by wind or water
- Provides evidence that plants need sunlight and water to grow

Third Grade Standards

READING
Reads grade level text fluently with expression
Uses strategies to decode words and understand vocabulary
Uses strategies to comprehend grade level texts
Identifies and describes elements of a variety of genres
Determines central ideas or themes of a text
WRITING
Demonstrates the following traits of good writing appropriate to the task/genre:

- Content and Ideas (on-topic/includes details and examples)
- Organization (beginning, middle, and end)
- Style and Voice (effective word choice/sentence variety)
- Conventions (capitalization, grammar, and punctuation)

WORD WORK
Transfers word work learning into daily work

HANDWRITING
Writes legibly in daily work

MATHEMATICS
Demonstrates the skills and understanding of the following standards:

- Solves two-step word problems using appropriate operations
- Fluently adds and subtracts within 1000
- Rounds whole numbers to the nearest 10 or 100
- Tells and writes time to the nearest minute
- Calculates elapsed time
- Represents and interprets data
- Fluently multiplies up to 10 x 10
- Fluently divides within 100
- Understands the relationship between multiplication and division
- Calculates the perimeter of an object using measurement
- Calculates the area of an object using measurement
- Names and writes numbers through the hundred thousands
- Categorizes polygons based on attributes
- Understands properties of fractions
- Measures to the nearest whole, half, and quarter inch
- Measures volume and mass

SOCIAL STUDIES
Demonstrates the skills and understanding of the following standards:

- Identifies branches and roles of state government
- Explains rights and responsibilities of citizenship
- Describes ways in which Michigan can be divided into regions
- Describes major kinds of economic activity in Michigan
- Explains consequences of the use of natural resources

SCIENCE
Demonstrates the skills and understanding of the following standards:

- Provides evidence of the effects of forces on an object
- Constructs an argument about the chance of an organism’s survival in a habitat
- Explains with evidence that traits can be influenced by the environment
- Uses information to describe climates in different regions
Fourth Grade Standards

READING
Reads grade level text fluently with expression
Uses strategies to decode words and understand vocabulary
Uses strategies to comprehend grade level texts
Identifies and describes elements of a variety of genres
Determines central ideas or themes of a text

WRITING
Demonstrates the following traits of good writing appropriate to the task/genre:
- Content and Ideas (on-topic/includes details and examples)
- Organization (beginning, middle, and end)
- Style and Voice (effective word choice/sentence variety)
- Conventions (capitalization, grammar, and punctuation)

WORD WORK
Transfers word work learning into daily work

HANDWRITING
Forms cursive letters correctly and legibly
Writes legibly in daily work

MATHEMATICS
Demonstrates the skills and understanding of the following standards:
- Solves real world problems using all four operations
- Solves multi-digit addition problems
- Solves multi-digit subtraction problems
- Uses place value to understand multi-digit numbers
- Rounds whole numbers
- Multiplies one-digit by a multi-digit number
- Multiplies a two-digit by a two-digit number
- Finds factors for numbers 1 – 100
- Divides whole numbers with up to four-digits by one-digit numbers and interprets remainders
- Compares fractions
- Converts fractions to decimals and decimals to fractions
- Adds and subtracts fractions and mixed numbers with like denominators
- Multiplies fractions by whole numbers
- Draws and identifies angles and lines
- Classifies shapes by properties
- Selects and uses an appropriate unit of measure
- Converts units within a measurement system
- Measures and draws angles using a protractor
- Applies the area and perimeter formulas for a rectangle
SOCIAL STUDIES
Demonstrates the skills and understanding of the following standards:
- Describes purposes of government as identified in the Constitution
- Describes interactions between Michigan natives, first explorers and settlers
- Explains how migration/immigration affected growth of Michigan
- Compares today’s major Michigan economic activities to the past
- Explains characteristics of a market economy

SCIENCE
Demonstrates the skills and understanding of the following standards:
- Provides evidence of the effects of weathering or erosion
- Develops a model of waves to describe patterns
- Describes how animals receive, process and respond to information differently
- Uses information to describe energy and fuels, and effects of their uses

Fifth Grade Standards

READING
Reads grade level text fluently with expression
Uses strategies to decode words and understand vocabulary
Uses strategies to comprehend grade level texts
Identifies and describes elements of a variety of genres
Determines central ideas or themes of a text

WRITING
Demonstrates the following traits of good writing appropriate to the task/genre:
- Content and Ideas (on-topic/includes details and examples)
- Organization (beginning, middle, and end)
- Style and Voice (effective word choice/sentence variety)
- Conventions (capitalization, grammar, and punctuation)

WORD WORK
Transfers word work learning into daily work

HANDWRITING
Writes legibly in daily work

MATHEMATICS
Demonstrates the skills and understanding of the following standards:
- Applies mathematical concepts to real world situations
- Reads and writes whole and decimal numbers
- Rounds with whole and decimal numbers
- Multiplies with whole numbers and decimals
- Divides with whole numbers and decimals
- Classifies two-dimensional figures based on properties
- Understands and applies concepts of volume
• Adds and subtracts fractions and mixed numbers
• Multiplies and divides fractions and mixed numbers
• Graphs points on coordinate planes
• Uses order of operations to solve problems

SOCIAL STUDIES
Demonstrates the skills and understanding of the following standards:
• Explains how system of checks and balances limits power of federal government
• Compares how Native Americans adapted to or modified their environment
• Describes the consequences of Three World interactions
• Compares daily life in the New England, Middle and Southern colonies
• Uses sources to explain why colonists wanted to separate from Great Britain

SCIENCE
Demonstrates the skills and understanding of the following standards:
• Provides evidence that weight of matter is conserved
• Uses models to describe how energy in animals’ food originated from the sun
• Describes ways the Earth’s systems interact in Michigan
• Uses data to reveal patterns of daily changes in the night sky

Special Area Classes

ART
Demonstrates an understanding of art concepts and applies skills
Participates appropriately in art class
Demonstrates appropriate social skills/citizenship in art class

MUSIC
Demonstrates an understanding of musical concepts and applies skills
Participates appropriately in music class
Demonstrates appropriate social skills/citizenship in music class

PHYSICAL EDUCATION
Demonstrates an understanding of physical education concepts and applies skills
Participates appropriately in physical education class
Demonstrates appropriate social skills/citizenship in physical education class

TECHNOLOGY
Demonstrates an understanding of technology concepts and applies skills
Participates appropriately in technology class
Demonstrates appropriate social skills/citizenship in technology class
THE GRADUATE PROFILE

What should a high school diploma represent? In partnership with community business partners, parents, staff and students, Center Line Public Schools was committed to answering this question and developed a profile of necessary skills that every graduate must possess to be ready for life after high school. Reading, writing and mathematics have always been considered fundamental skills for life, however, business and industry employers are looking for dispositions beyond the basic skills. The skills of communication, collaboration, critical thinking and leadership will prepare Center Line students for diverse experiences and jobs across career fields. Beginning in the fall of 2019, these core skills will be intentionally taught at each grade level, building on the level of understanding and expectations. In order for these dispositions to be effectively developed in our students, the district, schools, and classrooms will work to embed these skills throughout the curriculum and daily life of our students. Students will be assessed in their progress toward displaying the following standards on the report card:

Kindergarten through 2nd Grade

COLLABORATION
- Keeps eyes on the speaker and hands to self
- Respectfully shares things and ideas
- Is flexible and willing to try new things
- Is a responsible team member

COMMUNICATION
- Listens to understand
- Communicates with others
- Holds conversations on topic
- Communicates clearly

CRITICAL THINKING
- Thinks before doing
- Uses different tools to solve problems
- Takes appropriate risks to solve problems
- Considers other solutions

LEADERSHIP
- Uses kind words and actions
- Stays on task
- Uses personal best and doesn’t give up
- Thinks about choices
3rd Grade through 5th Grade

COLLABORATION
- Keeps focus on conversation
- Respectfully shares resources and ideas
- Is flexible and willing to try new ideas
- Is a dependable and cooperative team member

COMMUNICATION
- Listens to understand and asks questions
- Communicates with others
- Holds relevant conversations on topic
- Communicates clearly in multiple ways

CRITICAL THINKING
- Thinks before making decisions
- Uses multiple resources to solve problems
- Takes risks and develops creative solutions
- Considers multiple solutions

LEADERSHIP
- Uses and encourages kind words and actions
- Is organized and manages time
- Uses personal best and never gives up
- Reflects on decisions

Evaluation Key

4 – Advanced
Consistently demonstrates proficiency and applies concepts and/or skills to meet or exceed expectations.
➢ Students achieving at this level demonstrate superior academic performance, competency of subject matter knowledge and application to real-world situations.
➢ Students at this level can be observed demonstrating expected behaviors all of the time.

3 – Proficient
Generally demonstrates proficiency and applies essential concepts and/or skills to meet expectations.
➢ Students achieving at this level usually demonstrate solid academic performance, competency of subject matter knowledge and application of this knowledge to real-world situations.
➢ Students at this level can be observed demonstrating expected behaviors most of the time.
2 – Developing
Developing an understanding of concepts and/or skills and needs practice or additional time to meet expectations.

➢ Students achieving at this level are approaching acceptable performance. Their work reflects a partial understanding of essential knowledge and skills. They also experience partial success in tasks using the knowledge or skills.

➢ Students at this level can be observed demonstrating expected behaviors occasionally or sometimes.

1 – Beginning
Experiencing difficulty with the essential knowledge and skills of the expectations.

➢ Students achieving at this level demonstrate limited essential knowledge and skills. Their work reflects a need for additional instructional opportunities to achieve a basic understanding of essential knowledge and skills. Students may require assistance or extended time in applying knowledge or skills.

➢ Students at this level need support to develop behaviors.

ACHIEVEMENT

Homework

Board Policy 2330
The Board of Education acknowledges the educational validity of out-of-school assignments as adjuncts to and extensions of the instructional program of the schools. “Homework” shall refer to those assignments to be prepared outside of the school by the student or independently while in attendance at school. We believe...

 Homework should be a properly planned part of the curriculum to extend and reinforce the learning experience of the school.
 Homework should help students learn by providing practice in the mastery of skills, experience in data gathering, and integration of knowledge, and an opportunity to remediate learning problems.
 Homework should help develop the student’s sense of responsibility by providing an opportunity for the exercise of independent work and judgment.
 As a valid educational tool, homework should be assigned with clear direction and its product carefully evaluated.
 Homework should always serve as a valid learning purpose; it should never be used as a punitive measure.

Helpful Tips for Parents

The communication and partnership process between home and school is essential to student success. Parents often ask, “What can I do to help my child at home?” Below, you will find a list of ideas for how you can support and enhance your child’s education.
- **Ask about your child’s school day.** Expect more than just a one-word response. Encourage details about what was learned, homework due and upcoming events.

- **Check your child’s backpack and help them stay organized.** Organization is a key skill in school. Look through your child’s backpack each night and teach your child to place all necessary materials in the backpack and in the same spot the night before.

- **Establish a homework routine.** Create a space and time for when homework is completed.

- **Help prepare for tests.** Going over information, study guides, or rereading text is helpful and encourages good study habits. One suggestion is to have your child “teach” you what is to be tested.

- **Attend parent/teacher conferences and communicate with the teacher.** Conferences are held in the fall and late winter/early spring. However, please contact the teacher with any questions or comments throughout the year via notes, e-mail, phone, etc.

- **Read, talk, and explore with your child.** Reading with your child can be powerful. Enjoying the same book or selection several times should not be discouraged. Encourage your child to wonder, ask questions and investigate topics they are interested in. Visit a museum, the zoo, and other community places.

- **Send your child to school prepared with a positive attitude.** A restful night’s sleep, completed homework, all needed supplies and papers, and of course encouragement from you will help children get off to a good start each day!

### Special Education

Each elementary, junior high or senior high school provides special education programs and services for students who qualify according to the Michigan Administrative Rules for Special Education. Additional services are available as needed through the Macomb Intermediate School District (MISD).

The Center Line Public Schools Special Services department has special education teachers to provide specialized instruction, as well as speech and language therapists, social workers, psychologists, occupational therapists and physical therapists to provide support services according to each eligible student’s individual needs.

### Standardized Testing

**M-STEP**
The M-STEP includes summative assessments designed to measure student growth effectively for today’s students. English language arts and mathematics will be assessed in grades 3–8, and science and social studies in grades 5 and 8.

**MI-ACCESS: MICHIGAN’S ALTERNATE ASSESSMENT PROGRAM**
An alternative assessment given to students with disabilities if stated on the Individualized Education Program (IEP). MI-Access measures reading, writing, math and science skills.

**World Class Instructional Design and Assessment (WIDA) for English Learners (EL)**
EL students (English learners) are tested in reading, writing, speaking and listening skills, annually.
**Northwest Evaluation Association (NWEA)**
All kindergarten through twelfth grade students will take the NWEA assessments in reading and mathematics multiple times per year to assist educators in determining and supporting each learner’s instructional needs.

**Extracurricular Activities**
Center Line Public Schools’ elementary schools offer after-school activities and evening events. Community Education enrichment programs as well as scouting and youth sports programs are often centered at the schools. Flyers and school newsletters provide participation details. Parents are responsible for their children’s transportation to attend activities apart from the regular school day. Safety patrol and adult crossing guards are not on duty for students attending after-school functions.

**Preparation Begins in Elementary School**
Elementary school is the time for your child to begin preparing for success in middle and senior high school and beyond. Beginning with the class of 2016, Michigan public high school students are required to successfully complete four credits in English Language Arts, four credits in Mathematics that include Algebra I and II and Geometry, three credits in Science that include Biology and Chemistry or Physics, three credits in Social Studies, two credits in World Languages, one credit of Health and Physical Education and one credit of Visual, Performing or Applied Arts. Additional elective classes will be required to total the 22 credits necessary for graduation.

**Michigan’s Graduation Requirements**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Description</th>
<th>Personal Curriculum/ Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH LANGUAGE ARTS (ELA)</td>
<td>• Aligned with subject area content expectations developed by the Michigan Dept. of Education 4 Credits and approved by the State Board of Education</td>
<td>No modification</td>
</tr>
<tr>
<td>4 Credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>• Algebra I • Geometry • Algebra II</td>
<td>All students must complete at least 3.5 Math or Math-related credits and complete a Math or Math-related credit in the final year</td>
</tr>
<tr>
<td>4 Credits</td>
<td>• One additional math or math-related credit in the final year</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>• Biology • Chemistry or Physics</td>
<td>No modification</td>
</tr>
<tr>
<td>3 Credits</td>
<td>• 1 additional Science credit</td>
<td></td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>• .5 Civics • .5 Economics</td>
<td>No modification of Civics</td>
</tr>
<tr>
<td>3 Credits</td>
<td>• U.S. History &amp; Geography</td>
<td>2 credits must be earned</td>
</tr>
<tr>
<td></td>
<td>• World History &amp; Geography</td>
<td>Modified only if student takes additional credit(s) beyond the required credits in ELA, Math, Science or World Languages</td>
</tr>
<tr>
<td>HEALTH &amp; PHYSICAL EDUCATION</td>
<td>• Credit guidelines developed by the Michigan Dept. of Education.</td>
<td>Modified only if student takes additional credit(s) beyond the required credits in ELA, Math, Science or World Languages</td>
</tr>
<tr>
<td>1 Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VISUAL, PERFORMING APPLIED ARTS, CTE</td>
<td>• Credit guidelines developed by the Michigan Dept. of Education</td>
<td>Modified only if student takes additional credit(s) beyond the required credits in ELA, Math, Science or World Languages</td>
</tr>
<tr>
<td>1 Credit</td>
<td>• One credit must be in the area of Visual Performing or Applied Arts</td>
<td></td>
</tr>
</tbody>
</table>
### MANAGING OUR SCHOOLS

To protect students' safety and well-being at school and when traveling to and from school, Center Line Public Schools enforces basic rules regarding attendance, school closings, transportation, lunchroom and playground conduct, care of school property and appropriate attire.

### Emergency Information

At the beginning of every school year, parents/guardians will complete or update emergency contact information to help the school notify you in the event of your child's sudden illness or injury or an emergency school closing. You must provide information including your home and cell telephone numbers and the name and phone number of your workplace and your spouse's workplace. You must also provide the names and phone numbers of adult relatives or friends available during school hours who have agreed to assume temporary care of your child if a parent cannot be reached.

Parents/guardians: You are asked to immediately inform the school of any changes in your child's emergency card information.

If a student requires emergency medical treatment and the parent/guardian cannot be reached, the school will call 911 to transport the child to the hospital by ambulance. A staff member will ride with the child and remain at the hospital until the parent/guardian arrives.

### Absences

For students to get the most out of school, regular and punctual attendance is important.

If your child is too ill to attend class, please notify the school as soon as possible. Each school has a 24-hour attendance line to take parent calls. The school should be notified each day the child is absent. If a teacher recognizes that an attendance or tardiness problem is developing, the student's parent/guardian will be notified.

Your child will be excused from class for illness, bereavement, recognized religious holidays and medical or dental treatment that cannot be scheduled after school or on weekends. Your child is responsible for makeup work. Homework requests may be made for an absence of two or more days in the case of both excused and pre-excused absences. Homework requests require 24 hours to process.
Absence for family travel during scheduled school days is discouraged. However, should family travel be necessary, parents must submit a written request to the office for a pre-excused absence at least one week in advance. Arrangements to complete classroom assignments can be made with the teacher. You can arrange for home study through the school principal should your child be absent from school for an extended period due to physical disability or illness.

If a student arrives late to school, the student must report to the office, and the student must be signed in before he or she can go to class. After eight absences or twelve or more tardies, a parental letter will be sent home.

Truancy officials will be contacted in the event of a student’s excessive tardies or absences.

**Visitors**

Center Line Public Schools maintains a safe and secure environment. For this reason, every visitor, including parents, must first sign in at the office and be issued a visitor’s badge.

Visitors who have legitimate business at the school are always welcome. All visitors are subject to Board of Education policies and must leave promptly when their business is completed.

**Early Arrival**

General supervision begins 10 minutes before the start of school. Students should not come to school before that time, unless enrolled in School Age Child Care (SACC).

**Illness Dismissal**

The school will use your child’s emergency card information to attempt to notify you if he or she becomes ill during the day; thus it is vital that parents/guardians keep the emergency card information updated.

**Early Dismissal**

If it becomes necessary for you to have your child leave the building during the school day, please conform to the following:

- If possible, notify the office by phone or note beforehand of the reason for and time of dismissal.
- At the designated time, the parent/guardian or other person designated on the child’s emergency card must come into the office to sign the child out of school. All adults must be prepared to show photo ID.
- The child will be called out of class when the parent or emergency card designee arrives.

Please avoid scheduling appointments during standardized testing assessments, such as MSTEP testing, unless absolutely necessary. Parents will be notified in advance of testing windows.
Daily Dismissal

Students are expected to be picked up promptly at dismissal time, unless they are involved in a parent-authorized, supervised activity or enrolled in School Age Child Care.

School Age Child Care (SACC)

SACC is available before and after school, offering quality child care and supervision. SACC typically operates from 6:00 a.m. until school begins and after school until 6:00 p.m. Hours may vary at some schools. Contact the school office for information and fees.

Emergency School Closing

In the event of severe inclement weather; loss of electrical power, heat, or water; or other emergency, Center Line Public Schools may close the school(s) for the entire day, open the school(s) but without bus transportation, delay bus transportation and start time(s) by one or two hours, or dismiss students early. Parents will be notified of emergency school closings by an automated telephone calling and/or email system. Depending on conditions, the calls/emails may go out the night before or the early morning of a closing. Please be sure the school has your correct phone number(s) and email.

Emergency closings will also be broadcast on radio stations (WJR-760 AM, WWJ-950 AM), on TV stations (WJBK-2, WDIV-4 and WXYZ-7), and on the district’s website at clps.org and social media channels. If students must be dismissed early, efforts will be made to contact a parent or emergency card designee. Please make sure your child knows your family’s plan for emergency dismissal.

Student Records

A cumulative student record is maintained by Center Line Public Schools for the benefit of the student. This record reflects the scholastic and physical growth of each student. Access to this record is restricted to parents/guardians, eligible students (18 years of age or older) and school officials with legitimate educational interests.

A school official is a person employed by the school as an administrator, supervisor, instructor or support staff member; a person serving on the Board of Education; a person or company with whom the school has contracted to perform a special task; or a person serving on an official committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Appointments to review your child’s records can be made through the building principal or counselor. Parents/guardians and eligible students shall have an opportunity for a hearing to challenge the contents of their child’s school records. Upon written request from parents for a hearing on the contents of their child’s records, the principal will set a time and date convenient to both the parents and school.

Parents/guardians and eligible students shall have the right to file a complaint concerning alleged failure by the school district to comply with the Family Educational Rights and Privacy Act (FERPA). Complaints may be sent to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, D.C. 20202-4605.
Directory Information Disclosure

Center Line Public Schools may release directory information such as student’s name, address, participation in school activities, dates of school attendance, honors and awards, information generally found in yearbooks, height and weight of athletic team members, and students’ names, addresses and telephone numbers when requested by military recruiters, only. Parents or students 18 years or older who do not wish this information made public should notify the principal in writing by October 1.

Protection of Pupil Rights

The Protection of Pupil Rights Amendment (PPRA) gives parents and students who are 18 or older or emancipated minors (eligible students) certain rights regarding Center Line Public Schools’ conduct of surveys, collection and use of information for marketing purposes and conduct of certain physical exams. These include the right to consent to federally funded surveys concerning protected information.

If the U.S. Department of Education funds a survey in whole or in part, a student’s parents must consent in writing before the student may provide information relating to the following categories:

- Political affiliations
- Mental or psychological problems of the student or student’s family
- Sexual behavior or attitudes
- Illegal, anti-social, self-incriminating or demeaning behavior
- Critical appraisals of student’s family members
- Privileged or similar relationships recognized by law, such as with attorneys, doctors and ministers
- Religious practices, affiliations, or beliefs of the student or student’s parents
- Income other than that required by law to determine program eligibility

A survey that concerns any of these points is called a protected information survey. A parent may request their student opt out of certain surveys and exams.

Parents and eligible students will receive notice of any of the following activities and will have the right to opt out of them:

- Activities involving collection, disclosure or use of personal information obtained from students for purposes of marketing or selling or otherwise distributing the information to others.
- Any protected information survey, regardless of funding.
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and scheduled by the school, and not necessary to protect the immediate health and safety of a student or of another student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.
- Inspection of certain material.

Parents and eligible students have the right to inspect the following, upon request, before Center Line Public School administrators use them:

- Protected information surveys of students (including any instructional materials used in connection with the survey).
- Documents used to collect personal information from students for any of the above marketing, sales, or other distribution purposes.
- Instructional material used as part of the educational curriculum.
Parents and eligible students who have questions or concerns regarding pupil rights may contact the Superintendent of Schools at 586-510-2000.

Parents and eligible students who believe their rights have been violated may file a complaint with Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202-4605.

Walking to School

Students walking to and from school should follow such common pedestrian safety rules as

- Walking on sidewalks wherever possible.
- Crossing streets at corners, except where otherwise designated.
- Obeying crossing guards; crossing guards are the responsibility of your local municipality and are positioned at certain major intersections.

Riding Bikes to School

Each elementary school establishes and communicates its own student bike riding procedure. Center Line Public Schools prohibits mopeds and motorized scooters on school property.

Bus Transportation

Center Line Public Schools uses Michigan State Board of Education guidelines to determine student eligibility for bus transportation, based on the distance from home to school, as well as safety conditions for walkers. Ask the principal if your neighborhood or street is on a district busing route. Routes may be altered early in the school year to accommodate enrollment changes. Bus transportation is a privilege. Students may be denied this privilege for misconduct on a bus or at a bus stop.

Students are dropped off and picked up in designated bus lanes near the school entrance. Parents who drive their children to school must keep bus and fire lanes free by parking or standing only in designated areas.

Students should be at their assigned bus stops approximately five minutes before the bus is scheduled to arrive. For the first two weeks of school, kindergarten students riding the bus should wear a tag indicating their name, address, and bus number.

Student conduct while riding to and from school should be an extension of good classroom behavior. Whether at the bus stop or on the bus traveling to and from school or on an off-site field trip, students are expected to behave appropriately. See bus guidelines below:

Bus Guidelines

- Obey the bus driver and show respect to the bus driver and fellow passengers
- Remain seated at all times
- Eating, drinking and gum chewing are not allowed
- Keep bodies and other objects to themselves and inside the bus
- Hold all carry-on items, such as backpacks, musical instruments, etc. in your lap
- Board and exit the bus in an orderly manner at assigned bus stop
- Name calling, vulgarity, profanity, abusive or derogatory comments or gestures, bullying, harassment, hate speech or threats of violence are prohibited
- Use of electronic communication devices, (cell phones, cameras and pagers) is not permitted
- No preferential seat assignments – although bus driver or administrator may assign seats

Call the Center Line Public Schools Transportation Department at 586-510-2090 with busing questions or comments.

Lunchtime

Full-day students cannot leave school during the lunch period without advance permission. Your child can purchase a complete lunch that meets government nutritional standards from the school cafeteria. The monthly menu is posted at school and on the district cable channels and website. Students can also bring a lunch and purchase milk.

A nutritious, free breakfast is also available at all schools. Check with your school for more information.

Lunch Pre-Pay

A computerized register system that eliminates the need for students to bring cash daily to purchase lunch is utilized at all Center Line Public Schools’ elementary schools. The system allows parents to deposit funds into their child’s lunch account and will automatically deduct funds as the child purchases meals. Parents can pre-pay with cash, check, or online at www.sendmoneytoschool.com. (There is a service fee for online pre-pay.) The system also allows parents to monitor account activity, and all accounts are confidential. Students who qualify for federally-assisted meal benefits also have computerized accounts. For details, go to clps.org and click on Department/Food Services.

Lunchroom Expectations

Elementary school lunchrooms are supervised by adults. Students are expected to do the following:
- Use inside voices and good table manners
- Remain seated until dismissed by an adult supervisor
- Place all trash and recyclable items in proper containers
- Leave the table in a clean condition for other students
- Show respect for others

Glass containers and knives are not allowed. Students are not permitted to take food or beverages outside the lunchroom. Parents will be notified if certain foods cannot be brought to school because of other students’ allergies or health concerns.

Wellness

Center Line Public Schools is committed to providing a healthy school environment that enhances student learning and development of lifelong wellness practices. Our child nutrition program complies with federal, state and local requirements and food safety standards. The district will promote nutrition education, offer physical education activities and encourage students to make healthy food and beverage choices. Nutrient density and portion size will be considered before permitting an item to be sold to students during the school day.
Playground Guidelines

Fresh air and exercise are proven to enhance a child’s physical and educational growth. Recess is an important part of the Center Line Public Schools’ elementary program and is supervised by authorized school personnel. A doctor’s note is required to excuse a student from recess.

Your child should come to school dressed for outdoor play, even in the winter months. During especially inclement or bitterly cold weather, recess will be held indoors when either the temperature or wind chill are 13 degrees or below.

When on the playground, students should...
- Remain on school property
- Play in assigned areas
- Use playground equipment properly (school staff will demonstrate proper use)
- Show respect to adults and other students
- Quietly line up and return to their classrooms at the end of recess

Students must never...
- Play games involving fighting, roughhousing, kicking or tackling others
- Bring hardballs – such as baseballs and golf balls – and/or bats to school
- Throw or kick snow, snowballs, sand, rocks or wood chips
- Slide on ice on the school grounds

Proper Attire

Good hygiene and appropriate dress and grooming are important in creating a positive school environment. Help your child dress appropriately by avoiding the following:
- Beachwear, short skirts and shorts, tight clothing without proper coverage, clothing that exposes undergarments, shoulders and/or midsection (longer-length shorts/skirts are acceptable)
- Outerwear, such as coats and hats, worn as indoor attire
- Clothing that is tattered or indecent, bears derogatory or disrespectful lettering or symbols or is designed to promote illegal substances or activities
- Clothing and accessories that, by virtue of color, arrangement, trademark or other attributes, give the impression of gang membership
- Inappropriate footwear – footwear should be age-appropriate, comfortable, safe and suitable for indoor or outdoor play

School Property

Your child is responsible for the care and safekeeping of all textbooks and related learning materials provided by Center Line Public Schools. Parents will be charged for items that are lost or damaged beyond normal wear and tear.

Your child’s personal school belongings should be labeled with his or her name. Money, other than what may be needed for lunch or another specific purpose, should not be brought to school.
CREATING A WINNING TEAM

One key to helping your child receive a quality education is a strong partnership between home and school based on two-way communication, cooperation, and trust. As your child’s first teacher, you have tremendous influence over his or her intellectual growth and learning achievements.

Sharing your insights about your child’s strengths and weaknesses, interests, accomplishments, and family traditions with teachers can bridge the educational gap between home and school. Get to know the principal, teachers and staff who work with your child each day and take part in school events and activities whenever possible.

Staying in Touch

Center Line Public Schools is committed to sharing important news specific to your child’s progress, as well as the school and district in general, through the following modes of communication:

- Student progress reports and report cards
- Parent/teacher conferences
- Notes or telephone calls from teachers
- Email correspondence between teacher and parent, which can be arranged through a prior written agreement with the teacher
- School and district newsletters
- An automated phone calling/email system that may be used to notify parents about school closings and events and activities
- Various types of digital communication
- Board of Education meetings generally held the second and fourth Mondays of the month at the Terry D. Follbaum Administration Building, 26400 Arsenal, Center Line, MI, 48015
- The district website clps.org and social media channels (Facebook, Twitter).
- Local media coverage.

PowerSchool Online Parent Portal

Parents/guardians of upper elementary students can view their child’s progress online using the Parent Portal in PowerSchool, the Center Line Public Schools’ student information system for attendance, grades, etc. Contact the school for directions on how to access your child’s information.

Parental Involvement in Education

The involvement of parents and community members is an essential component to nurture students and ensure their success. Center Line Public Schools will make every effort to invite and consider parent and community input to ensure the success of our students. Parent involvement in Title I schools will be governed by Board Policy 2261.01 – Parent Participation in Title I Programs. See a complete description of Board Policy 2261.01 – Parent Participation in Title I Programs on line at clps.org.

Center Line Public Schools shall maintain web access to the following:

- Annual Report Information
- Individual school websites and school newsletters
- District newsletter – the Week in Review
- Parent/student handbooks
Center Line Public Schools shall also provide to parents online or print versions of the following:

- District biannual mailing – Innovator
- School newsletters

Center Line Public Schools shall coordinate and integrate opportunities for parental involvement with academic support programs and academic competitions. Center Line Public Schools shall assess parent involvement by including questions on the Community Survey. The information from the survey will be used to develop strategies to improve parental involvement.

Parents are encouraged to be involved in school activities through the following:

- Volunteering at the school
- Helping their children with homework
- Attending open houses
- Attending parent/teacher conferences
- Joining a parent organization

Center Line Public Schools will do the following to build the capacity for strong parental involvement in our schools:

- Help parents understand the state’s academic content standards, academic achievement standards, state, and local assessments and the requirements of Title I, Part A.
- Make available opportunities for parents to monitor their children’s progress and work with educators.
- Make available materials and resources for parents to help them work with their children to improve their children’s academic achievement.
- Educate administrators and staff members on how to reach out to and communicate and work with parents as equal partners.
- Coordinate parental involvement activities with state and federally funded programs available to students.
- Ensure that information related to school and parent programs is sent to parents in an understandable and uniform format, including an alternative format, upon request.

**Parent-Teacher Conferences**

Parents/legal guardians are invited to meet with teachers to discuss student progress during scheduled conference days in the fall and winter. Parents/legal guardians are also encouraged to call the teacher at school or schedule a conference if special issues need to be discussed. Email correspondence between teacher and parent can also be arranged through a prior written arrangement with the teacher. School personnel are willing to work with parents to resolve any situation affecting a student’s education.

**Volunteer Opportunities**

You can volunteer your time and talents through the elementary school parent group or by helping in your child’s classroom or the school’s media center. The principal of your child’s school can help you get involved.
Background Check for Volunteers

To protect students’ health, safety, and welfare, every volunteer must have a Volunteer Request form (available from the teacher or school office) on file well in advance of volunteering at school or school-related events. Center Line Public Schools conducts criminal background checks on volunteers through the Michigan State Police. All volunteers are required to sign in and out at the school office and obtain a badge every time they enter the building.

Media Release

As of July 1, 2018, Center Line Public Schools has updated its media release policy. This media release supersedes previous media releases (including those on Registration Gateway). Consent is assumed unless this signed form is returned to your child's school.

Center Line Public Schools records various school and classroom activities through the use of photography and video equipment throughout the school year. Such recordings might be used in district publications, such as the yearbook and newsletter, and television programs, such as sports broadcasts or the graduation ceremony. Parents or guardians who do NOT wish to have their child photographed or video recorded must fill in the bottom portion of this notice and return it to your child's school by September 15. Each child must have his/her own form, and the form must be completed each year if you do not want your child included in the yearbook or any form of media.

**Center Line Public Schools: Media Release Denial**

I do NOT wish to have my child photographed or video recorded and understand that by signing this denial, my child will NOT be included in yearbooks, classroom and school newsletters, sports or special events broadcasts, graduation broadcasts, and similar media.

Child’s Name ___________________________ School ___________________________

Grade __________

Parent/Guardian Name _______________________ Phone _______________________

Signature ______________________________________ Date _____________________
Curriculum Review and Classroom Visitation

The Board of Education has always recognized and respected the rights of parents and legal guardians to determine and direct the care, teaching and education of their children.

The Board welcomes and encourages the involvement of parents/guardians in the schools and is committed to a partnership to develop each student’s intellectual capability and skills in a safe and positive environment.

Parents/guardians of enrolled students may, upon request, review curriculum, textbooks and other teaching materials. They may also visit a classroom to observe instructional activities of their student, if the student is enrolled and present. Instructional activities do not include testing. Contact your principal to make a request, schedule a visit, and sign appropriate paperwork.

Health Education Disclosure

According to Public Act 226 of 1977, parents/legal guardians have the right to review materials to be used in courses in which reproductive health is taught. They have the right to excuse, without penalty, their son/daughter from participation in the Maturation Program. Notification for fifth graders to participate in the Maturation Class will be notified prior to the class.

SETTING THE STAGE FOR SUCCESS

Lifeskills

Center Line Public Schools is dedicated to helping students grow and succeed personally, as well as academically. One way is to emphasize the Lifeskills (below), designed to help students in kindergarten through high school build character and self-esteem:

- **RESPECT** - Thinking and acting in a positive way towards yourself, property, and others
- **INTEGRITY** - To act according to a sense of what’s right and wrong
- **COOPERATION** - To work together toward a common goal or purpose
- **ACCEPTANCE** - To help someone feel welcome in your community
- **EMPATHY** - The understanding or being aware of another person’s thoughts, feelings, or experiences
- **PRIDE** - Satisfaction from doing your personal best
- **PERSEVERANCE** - To keep at it
- **INITIATIVE** - To do something because it needs to be done
- **PROBLEM-SOLVING** - To create solutions for difficult situations and everyday problems
- **RESPONSIBILITY** - To respond when appropriate, and to be accountable for your actions

Fostering Positive Choices

You can help your child make positive lifestyle choices by doing the following:

- Understanding children’s developmental stages so you can put his or her behaviors into the proper perspective.
- Offering encouragement that builds confidence and self-esteem; provide opportunities for your child to make age-appropriate decisions and praise his/her accomplishments.
- Listening with undivided attention to both what your child says and how he or she is feeling.
- Helping your child recognize and accept feelings such as happiness, anger or frustration and demonstrating how to constructively talk about them.
- Teaching your child good communication skills, including honesty, respect, clear language, good timing, trust and consistency.
- Setting clear expectations and consequences and consistently following through.
- Helping your child to learn responsibility by experiencing the results of his/her own decisions.

Let your child know that decisions do not always work out as planned by talking about your own decision-making experiences, discussing both the positive and negative outcomes and sharing the lessons you learned.

**Help Your Child Learn**

Helping your child develop good study habits and providing the proper tools and work environment are vital to academic success. You can help your child develop good, consistent study skills by doing the following:
- Setting high expectations for learning and behavior.
- Establishing and enforcing study rules and routines.
- Creating a quiet, comfortable place for reading and studying.
- Providing materials such as a dictionary, thesaurus, encyclopedia and school supplies.
- Asking about schoolwork and reviewing homework assignments.
- Making him or her responsible for knowing what the assignment is, bringing home the textbooks and school materials necessary to complete work, understanding the teacher’s directions, concentrating during study time, asking for signatures on notes or assignments that must be returned to school, completing all assignments, even if your child thinks they are not important, reading to your child – or having your child read to you – each day and letting him or her see you reading.
- Helping your child select fiction and non-fiction books from the library or bookstore.
- Encouraging your child to reflect and to write about what he or she has read or learned.

**HELP YOUR CHILD STAY HEALTHY**

Inform the school of any serious health concerns. The parents of a student with a serious health concern, such as diabetes or a life-threatening allergy, must inform the school of the condition and make certain the teacher(s) and principal know how to quickly respond to the child’s needs.

**Health Services**

Center Line Public Schools helps students remain physically and medically fit for education through routine no-cost health services such as instruction about nutrition and other health-related topics and vision and hearing tests and referrals through the Macomb County Health Department.
Medication

Students should not take medication at school unless it is absolutely necessary. Parents/guardians must file an Authorization for Medication form with the school office in order for students to receive over-the-counter or prescription medication in school. The form can be obtained in the principal’s office and must be signed by the parent/guardian and the child’s doctor. All medicines must be in their original containers and will be kept in the office. A complete copy of Board Policy 5330 – Use of Medications can be found on clps.org.

Preventing Illness

The best way to prevent illness is to encourage healthy habits such as
- Hand Washing – dirty hands are a primary cause of infection. Children should always wash their hands before eating and after using the bathroom or wiping their nose. Make sure your child thoroughly washes all surfaces of his or her hands vigorously with soap and water, rinses them well and dries them with a paper towel.
- Good Nutrition – eating nutritious food, especially at breakfast, helps children concentrate.
- Rest and Sleep – most children need at least eight hours of sleep each night.
- Exercise – physical fitness is important to good health. Children can get their exercise through outdoor play, organized sports or family activities.
- Good Hygiene – children are more comfortable and have a better attitude about themselves and their schoolwork when they are clean and neatly groomed. Check your child’s appearance before he or she walks out the door.

Recovering at Home

When is your child too sick to attend school? The following guidelines, along with the advice of your family doctor, will help you decide when your child should stay home:
- Cold and/or cough – A child with deep mucus that causes a cough and heavy nose drainage cannot function at school.
- Fever – Fever is a warning that something is wrong. A child should remain at home for 24 hours after the fever is gone.
- Rash – A rash, spots or blotches on the skin can be the first sign of many illnesses. Keep your child home until your doctor says it is safe to return.
- Stomach Ache/Upset – A child who is vomiting or has diarrhea should be kept at home.
- Head Lice – A child with head lice must remain at home until treatment is complete and school officials confirm he or she is free of lice. Check your child’s head before school begins in the fall and routinely during the school year or if he or she complains of an itchy scalp.

Look around your child’s ears and back of the neck for nits, which are tiny, white, oval-shaped lice eggs that are attached to the hair near the scalp. Nits may look like dandruff or scalp flakes, but nits do not move and are difficult to dislodge.

Notify the school office immediately if your child has head lice. Begin treatment immediately by contacting your doctor or purchasing over-the-counter medication from the drug store. To prevent spreading head lice, wash all infested garments, hair accessories, bedding, and other surfaces with hot water and disinfectant. You must sign your child in at the office when he or she is returning to school after treatment for head lice.
Accident Care

Any student injured during school hours or while participating in school-sponsored activities or athletics must report the injury to an instructor and/or the office immediately. An accident report is filled out and parents are notified when necessary.

If the injury requires professional medical attention, parents will be asked to pick up their child at school or at a medical facility. If a student must be transported by ambulance to a hospital, a school official will accompany him or her until a parent appears at the hospital. The hospital must have prior parent/guardian approval before treating a minor.

Concussion Awareness

A concussion is a type of traumatic brain injury that changes the way the brain normally works. A concussion is caused by a fall, bump, blow, or jolt to the head or body that causes the head and brain to move quickly back and forth. Contact your building principal if further information is needed. A fact sheet about the symptoms and what to do if a concussion is suspected (“Concussions Fact Sheet for Parents”) appears on the district website.

Student Insurance

Center Line Public Schools provides a voluntary accident student insurance policy for students. The policy covers students participating in school-sponsored events, traveling to and from school and while at school. A student must report any accident to the school office immediately. To collect benefits, a parent or guardian must complete a claim form. Only expenses not covered by family, employer, or group insurance will be considered.

School Safety and Security

Center Line Public Schools has comprehensive safety and security plans in place for the well-being of students. These plans include teaching and practicing with students the appropriate steps to take should emergency situations occur. Each school holds fire, lock down, and severe weather drills during the school year.

DISCIPLINE

This section of the handbook deals with discipline policies and acceptable use of technology. Not every situation is covered; however, students are expected to use reasonable judgment and avoid activities that might be viewed as prohibited by school officials. Student safety and welfare depends on compliance with these policies, which apply while students are in school, going to or from school or at any school activity on or off campus, such as off-site learning and student travel.

The district intends to keep its schools safe for students and staff. Please help in this effort by speaking with your child about the importance of reporting to a responsible adult any incident that he or she feels could be dangerous or threatening to themselves or others.
Due Process

The constitutional rights of individuals assure the protection of the due process of law. Therefore, the following constitutional and legally sound procedures have been adopted by the Board of Education. Based on state and federal laws governing education, principals in Center Line Public Schools are delegated the authority to temporarily separate or suspend a student from school. In such actions, the following procedures shall be followed:

- A student shall be fully informed of the charges brought against him/her including the rationale for the action and the conditions of discipline.
- The parents shall be notified, as soon as possible by telephone or personal contact, if the student is to be suspended from school. Written notification of such contact shall be made in the student’s discipline file.
- Verbal notification shall be followed by written communication to the parent/guardian. A copy of the letter shall be placed in the student’s discipline file.
- Appeal procedures available to parents include:
  - As a first step, parents may request a conference with the principal within the period of suspension. The principal shall affirm, modify or reverse disciplinary action within two school days of the conference date.
  - Within five school days from the principal’s decision, the parent(s) may appeal such a decision to the Superintendent of Schools or a designee. The Superintendent shall affirm, modify or reverse the decision of the principal within three school days from hearing the appeal. The Superintendent’s decision is final.
  - A recommendation for permanent expulsion by the Superintendent may be appealed to the Board of Education.

Disciplinary action may vary depending upon the issues. The discipline procedures used to deal with rule infractions include many different methods to correct behavior and keep all students safe. These methods may include detention, suspension, and expulsion. The Board of Education prohibits corporal punishment as an acceptable method of disciplining students.

Unacceptable Behaviors

A student’s right to a public education carries with it a responsibility to know and observe school rules. These rules help minimize distractions which disrupt learning, and help to maintain a safe learning environment. Board of Education policies and, in some instances, state law, establish behavioral expectations and outline consequences of behavioral infractions.

While all students have rights and privileges, all are expected to act in a reasonable manner at all times, going to and from school and during all school activities.

Behaviors that are distracting or disruptive to the learning environment, or cause property or physical damage, may lead to disciplinary action. Such behaviors include, but are not limited to the following:

- Malicious destruction or theft of school property. Students will be assessed repair or replacement costs for damaged or lost items. Any student responsible for damage or destruction of school property will be expected to pay for it. Other disciplinary action may be taken to ensure school facilities are properly maintained.
- Smoking or possessing tobacco in any form by anyone under age 18, per state law. This is in effect at school-related activities, on school property and buses 24 hours a day, 7 days a week.
- Possession or use of electronic cigarettes, hookah pens, or other similar devices.
- Gambling; participating in games of chance or skill for money or profit; coercion, blackmail and extortion.
- Name calling, intimidation, bullying, profanity, vulgarity, “hate” speech, abusive or derogatory comments or gestures, harassment or threats of violence.
- Planning to fight, harassment, fighting (which can be pushing, punching or wrestling) or physically assaulting another student or employee.
- Defiant behaviors, ignoring rules or authority.
- Unwanted or inappropriate affection, physical contact and displays of affection.
- Disruptive behaviors that interrupt the learning process or endanger the safety or health of others.
- Possession or use of matches, lighters, firecrackers, stink or smoke bombs, explosives, knives, weapons or look-alike weapons, or any object which might be used to inflict bodily harm.
- Making a bomb threat.
- Possession or use of intoxicants, narcotics, depressants, stimulants, look-alike drugs or illegal substances on school property or at school activities.
- Being in school buildings or on school grounds without authorization.
- If valuable items must be brought to school, they must be checked in at the office. Center Line Schools will not be responsible for theft, loss or damage to any valuables brought to school.
- Possession or use of cell phones or other electronic communications devices (ECDs) by elementary students is prohibited at any time while in school or in a district vehicle unless permission has been given by an administrator – this includes text messaging and camera usage. Cell phones may be subject to a turn-in procedure.
- Selling or buying any item from another student in school, except as authorized by the principal or for sale by the student store.
- Leaving school or grounds without proper authorization.
- Committing theft, forgery, cheating, or plagiarism.
- Interfering with teachers or other school officials in the performance of their duties.

**Detention**

A teacher or principal has the right to assign detention for disciplinary reasons. Parents will be informed if their child has detention. A student may be assigned detention before or after school, during lunch or during recess. If detention occurs during the lunch period, the student will forego recess. A student who fails to report to detention and/or fails to adhere to the rules may be subject to a school suspension but must also complete the assigned detention time.

**Suspension**

School suspensions will be administered by the principal or a delegated individual. Suspensions may vary from one to ten days depending on the severity or frequency of the violation. Suspensions exceeding 5 days will be referred to the district Review Committee.

When a suspension is necessary, the student’s parents/guardians will be notified. Suspended students are not allowed on school district property or admitted to any school function. Violation may result in a trespassing charge. Severity or frequency of violations is taken into consideration in determining the duration of the suspension.
EXPULSION

Superintendent Expulsion

A Superintendent Expulsion is an expulsion for up to 180 school days. The student is excluded from all school district activities. The decision of the Superintendent is final. The conditions for returning to school are outlined in the Superintendent’s decision regarding expulsion. Unless restricted by law, the Superintendent can place any conditions deemed in the best interests of the school and/or district.

Board of Education Expulsion

A Board of Education Expulsion is defined as a permanent expulsion. The student is excluded from all school district activities. The decision of the Board is final and there is no further appeal. A student who is permanently expelled has the opportunity to apply for reinstatement at designated times depending on grade level and offense.

Transfer of Disciplinary Records

Michigan law requires school districts to record in the student’s permanent record (CA60) permanent expulsions for violations of Michigan statutes prohibiting possession of a dangerous weapon, arson or criminal sexual conduct (380.1311(3); Center Line Public Schools Policy 5610). The same is required for students permanently expelled for physical assault against an adult or verbal assault or bomb threat (MCL 380.1311a (3); Center Line Public Schools Policy 5610). A complete copy of Board Policy 5610.01 Emergency Removal, Suspension and Expulsion of Nondisabled Students can be found online at clps.org.

Discipline recorded in the CA60 will be transferred to any private or public school to which a student is transferring and in which he/she is enrolling. Other suspensions and expulsions are recorded in the student disciplinary record and are available to the next school if a student transfers/moves.

Acceptable Use of Technology

Center Line Public Schools encourages and strongly promotes the use of technology in the educational community. To ensure students, staff and parents can take full advantage of the technologies available, all use of technology in the school district must have proper authorization and adhere to district policy. All use of technology must be in support of, and consistent with, the purposes and stated goals of the school district. See the complete description of Board Policy 7540.03 – Student Education Technology Acceptable Use and Safety on line at clps.org.

Technology Guidelines:

- Students shall not use technology unless authorized by appropriate school personnel.
- Only software legally owned by the district and authorized by a CLPS administrator may be put on district computers.
- Illegal/inappropriate activities of any kind are forbidden.
- Students shall not use district technology for online purchasing.
- Nothing will be placed on a building web page without prior approval of the building administrator or a district administrator. Web pages representing Center Line Public Schools will only be placed on district authorized web servers.
Establishment of web pages and/or distance learning activities must have an educational/management purpose related to an assignment, project, job, or function that meets CLPS goals.

Technology Users Will:
- Comply with district policies, rules, and regulations.
- Use network and technology in support of education, consistent with the goals of the district.
- Obey all copyright laws.
- Report to the building administrator or teacher any misuse of the networks and technology.
- Use equipment responsibly and respect individual work, files, and programs.

Technology Users Will Not:
- Tamper with computers or network components in any way that will make them either temporarily or permanently inoperable.
- Access or modify other accounts, data, files and/or passwords without authorization.
- Use district technology for commercial or for profit purposes.
- Use district technology to obtain illegal copies of software, printed materials, or other materials to which they do not have ownership.
- Use district technology to send, receive, print, or display messages that are inflammatory, harassing in nature, sexist, racist, or otherwise inappropriate.
- Use district technology to distribute material that violates the Family Education Rights and Privacy Act; jeopardizes the health and safety of students; is obscene, pornographic, or libelous; causes disruption of school activities; plagiarizes the work of others; is a commercial advertisement; or contains political lobbying or is not approved by the building administrator or web manager.

Sexual Harassment Policy and Procedure

Sexual harassment of students by other students or employees of the Center Line Public Schools is unlawful under both Michigan, Federal law, and Center Line Public Schools Board of Education Policy 5517 – Anti Harassment; and is contrary to the Board of Education’s commitment to provide a stable learning environment. A complete copy of Board Policy 5517 – Anti Harassment can be found at clps.org.

It is the Board’s policy that all contact between students, teachers, and other adult employees and others in the district be in keeping with respect for the individual student and be of a nature which does not make the student feel uncomfortable. Sexual harassment includes but is not limited to
- Unwelcome sexual advances
- Subtle or overt pressure for sexual activity
- Engaging in improper physical contact, such as patting or pinching, etc.
- Making improper sexual comments, including sexually-oriented kidding, creating an intimidating, hostile or offensive environment
- The threat or suggestion that a student’s education and/or advancement depends upon whether or not the student submits to sexual demands or tolerates such improper behavior.
**Reporting Concerns**

Students who have concerns about any conduct or physical contact by a person employed by the district, by any fellow students or by any other person, should immediately report this concern to the building principal, to a counselor, or to the Superintendent of Schools.

Students should also discuss their concerns with parents/guardians. Students are encouraged to report any conduct which makes them feel uncomfortable, is bothersome or is contrary to a stable learning environment. Any person who receives a complaint of conduct perceived to be sexual harassment should immediately report the concern to the building principal or Superintendent’s designee.

**Hazing**

It is the goal of Center Line Public Schools to promote an environment that fosters development of the self-worth and dignity of its students. Hazing activities are inherently hazardous and may place victims at risk of physical and/or emotional damage. Consequently, hazing in all of its various forms and practices is absolutely prohibited.

Hazing is defined as performing any act or coercing another, including the victim, to perform any act which endangers the physical safety of a student or employee, produces mental or physical discomfort, causes embarrassment or ridicule or degrades the student or employee, regardless of the willingness on the part of the student or employee to participate in any such activities.

Appropriate disciplinary actions will be taken against students and/or employees who participate in hazing.  *A complete copy of Board Policy 5516 – Student Hazing can be found at clps.org.*

**Bullying**

In order to maintain a positive school atmosphere that fosters learning, promotes a safe school environment, and develops the self-worth and dignity of its students, Center Line Public Schools will not permit bullying behavior. Bullying in all of its forms and practices is absolutely prohibited.

Appropriate disciplinary action will be taken against students who participate in bullying. Bullying shall be defined as any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm one (1) or more pupils either directly or indirectly by doing any of the following:

- Substantially interfering with educational opportunities, benefits, or programs of one or more pupils.
- Adversely affecting the ability of a pupil to participate in or benefit from the school district or public school’s educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.
- Having an actual and substantial detrimental effect on a pupil’s physical or mental health.
- Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Bullying often occurs when a student is exposed, repeatedly and over time, to negative actions on the part of one or more students. Additional information is contained in Policy 5517.01 Anti-Harassment and can be found on the Center Line Public Schools Web site.  *A complete copy of Board Policy 5517.01-Bullying and Other Aggressive Behavior Toward Students can be found at clps.org.*
Student Smoking and Use of Tobacco

Smoking by students and adults is not allowed in school buildings, on school property or on school buses at any time (24 hours a day, 7 days a week). Smoking is defined as follows:

- A student seen puffing on a lighted cigarette, cigar or using chewing tobacco.
- A student seen with a lighted or unlighted cigarette, cigar, etc.
- A student seen discarding a cigarette butt.
- A student acting as a “look-out.”

Parents must be contacted and informed of the offense and the resultant disciplinary action if the student possesses tobacco or is caught smoking. Complete copies of Board Policies 5512, 7434, 3215, and 4215 can be found at clps.org.

Substance Abuse

Being under the influence, use or possession of alcohol, illicit drugs, controlled substances, drug paraphernalia (i.e., pipes, cigarette wrapping paper, roach clips, etc.), or a substance which is represented as a drug or look-alike drug on school property by students is prohibited. This prohibition includes extracurricular or school-related activities which take place both at and away from school. Students who violate this policy will receive the following:

- Violation: Suspension. The building administrator may reduce the discipline if the student seeks help through the school’s substance abuse program or through an approved outside agency and follows their recommendations satisfactorily. Failure to complete the recommended program will result in the remainder of the suspension being imposed. A parent conference is required for re-admittance to school.
- A parent conference is necessary for re-admittance to school.
- Second violation: Review Committee.

Note: Any student involved with the sale of illicit drugs, controlled substances, and/or alcohol or possession of amounts that would reasonably indicate sales, may be automatically disciplined at the third violation level. In all cases, local police may be involved.

Student Gangs

Gangs and gang-related activities are prohibited on, and to and from, any premises owned or used by the district and at any district-related function. Gangs and gang-related activities are also prohibited to the extent they are related to or interfere, or threaten to interfere, with school or other district-related functions, even when they occur off school premises (for example, on the internet).

The term gang, as used in this policy, means a group of two or more persons whose purposes or activities include the commission of an illegal act(s) or a violation(s) of district policy, procedures or rules; or, the defense of its members against another gang or group of persons. District students are prohibited from engaging in gang or gang-related activities, which include:

- Dressing or grooming in a manner which, in the reasonable judgment of a district administrator, teacher or student, communicates membership in or affiliation with a gang.
- Communicating, verbally or non-verbally (e.g., gestures, handshakes, tagging, etc.) in a manner which, in the reasonable judgment of a district administrator, teacher or student, conveys membership or affiliation with a gang.
Committing an act(s) in furtherance of the interest of a gang or gang-related activity including, but not limited to: soliciting others for participation; membership or affiliation in any gang or gang-related activity; intimidating or threatening any person; or inciting any other person to use force, intimidation or threats.

**Weapons, Arson, Criminal Sexual Conduct and Physical Assault of Employee**

Students in possession of a dangerous weapon, or who commit arson or criminal sexual conduct, who commits a physical assault against a school district employee, volunteer or contractor, on district grounds, in district buildings or at district or school-sponsored events, may be permanently expelled from school and referred to the criminal justice or juvenile delinquency system and the appropriate county department of social services or community mental health agency. The parent, legal guardian, and/or student shall also be notified of the referral.

Students should be aware that in Michigan, depending on the circumstances, it may be criminal sexual conduct to have consensual sex with anyone under the age of 16. **A complete copy of Board Policy 5772 - Weapons can be found at clps.org.**

**Dangerous Weapon Defined**

A dangerous weapon means a firearm (including a starter gun) or any device which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; any destructive device or any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or similar device; a dagger, stiletto, knife with a blade over three (3) inches in length, or pocket knife opened by a mechanical device; an iron bar or brass knuckles; or any other weapon as identified in Center Line Public Schools Board of Education Policy 5772 – Weapons.

**Reinstatement**

Students permanently expelled for reasons covered in this policy may seek reinstatement. **A Petition for Reinstatement must be completed in writing to the Board of Education through the Superintendent or designee. The final decision to reinstate is made by the Board.**

An individual who was in grade five or below at the time of expulsion and who has been expelled for possessing a firearm or threatening another person with a dangerous weapon shall not be reinstated before the expiration of 90 school days after the date of expulsion.

An individual who was in grade five or below at the time of expulsion and who has been expelled for a reason other than possessing a firearm or threatening another person with a dangerous weapon shall not be reinstated before the expiration of 10 school days after the date of expulsion.

An individual who was in grade six or above at the time of expulsion shall not be reinstated before the expiration of 180 school days after the date of expulsion.

NON-DISCRIMINATION POLICY

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, the Elliot-Larsen Civil Rights Act and the Persons with Disabilities Civil Rights Act, it is the policy of Center Line Public Schools that no person shall, on the basis of race, color, religion, national origin or ancestry, sex, age, disability, height, weight or marital status be excluded from participation in, be denied the benefits of, or be subjected to discrimination during any instructional opportunities, programs, services, job placement assistance, employment or in policies governing student conduct and attendance. Any person suspecting a discriminatory practice should contact the Assistant Superintendent of Human Resources at Center Line Public Schools, 26400 Arsenal, Center Line, MI 48015 or call 586-510-2000.

Grievance procedures for Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973, Age Discrimination Act of 1975, Title II of the Americans with Disability Act of 1990, Elliot-Larsen Civil Rights Act, Persons with Disabilities Civil Rights Act:

Any person believing that the Center Line Public Schools or any part of the school organization has inadequately applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) the Age Discrimination Act of 1975, (5) Title II of the Americans with Disability Act of 1990, the Elliot-Larsen Civil Rights Act, and the Persons With Disabilities Civil Rights Act may bring forward a complaint, which shall be referred to as a grievance to: Assistant Superintendent of Human Resources, Center Line Public Schools, 26400 Arsenal, Center Line, MI 48015, phone 586.510.2000.

The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the building Administrator or the Assistant Superintendent of Human Resources, who shall in turn investigate the complaint and reply with an answer within five (5) business days. If the complainant feels the grievance is not satisfactorily resolved, they may initiate formal procedures according to the following steps:

**Step 1.** A written statement of the grievance signed by the complainant shall be submitted to the Assistant Superintendent of Human Resources within five (5) business days of receipt of answers to the informal complaint. The Assistant Superintendent shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

**Step 2.** A complainant wishing to appeal the decision of the Assistant Superintendent of Human Resources may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Executive Director’s response. The Superintendent or the Superintendent’s designee shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days of this meeting.

The Assistant Superintendent of Human Resources, on request, will provide the complainant with a copy of the district’s grievance procedure and investigate all complaints in accordance with this procedure. A copy of each of the Acts and the regulations on which this notice is based may be found in the office of the Assistant Superintendent of Human Resources.
PARENTING RESOURCES

Center Line Public Schools School Age Child Care (SACC)  
586-510-2800  
Sponsored by Center Line Public Schools, the SACC program offers quality, age-appropriate activities with adult supervision before school generally from 7:00 a.m. and after school until 6:00 p.m. Hours may vary. A fee is charged.

Center Line Public Schools Early Childhood Programs  
586-510-2800  
Center Line Public Schools offers a variety of preschool programs designed to nurture and support the social, emotional, physical and cognitive growth of very young children to prepare them for success in school. Children must meet state or federal eligibility requirements to qualify for some programs.

Children’s Protective Services  
855-444-3911  
Macomb County, Michigan Department of Human Services Regional Office (24 hours)

CARE – Community Assessment Referral and Education  
Assistance available to Center Line Public Schools’ students and their parents for dealing with issues such as substance abuse or social or emotional problems that may interfere with a child’s learning and development.  
- Community Outreach and Prevention 586-541-0033  
- Student Assessment and Referral 586-541-2273

Macomb Intermediate School District (MISD)  
586-228-3300  
www.misd.net
DIRECTORY

ADMINISTRATION BUILDING
26400 Arsenal • Center Line, MI  48015 • 586.510.2000

Eve Kaltz, Superintendent ................................................................. kaltze@clps.org
Lisa Oleski, Assistant Superintendent for Curriculum .......................... oleskili@clps.org
Shannon McBrady, Ed.D., Assistant Superintendent for Human Resources ........ mcbradys@clps.org
Theresa Karam, Ph.D., Special Education Director ................................... karamtm@clps.org
Charlie Roddis, Chief Financial Officer ................................................ roddisc@clps.org
Gary Oke, Director of Technology ...................................................... okegs@clps.org
Theresa Elya, Food Services Director .................................................. elyae@clps.org
Sarah Ogden, Student Enrollment ....................................................... ogdens@clsp.org
Mike Connell, Maintenance ............................................................... connellm@clps.org

BOARD OF EDUCATION
26400 Arsenal • Center Line, MI  48015 • 586.510.2000

Gary Gasowski, President ...................................................................... gasowskig@clps.org
Karen Pietrzyk, Vice President ............................................................. pietrzyykk@clps.org
Henry Newnan, Secretary .................................................................... newnanh@clps.org
Darrell Vickers, Treasurer ..................................................................... vickersd@clps.org
Shelley Harenski, Trustee ...................................................................... harenksis@clps.org
Gary Shimer, Trustee ........................................................................... shimerg@clps.org
Wendy Watters, Trustee ........................................................................ wattersw@clps.org

EARLY CHILDHOOD CENTER
24580 Cunningham • Warren • 48091 • 586.510.2800

Terri Karam, Building Administrator ...................................................... karamtm@clps.org
Debbie Krause, Early Childhood Director ............................................... kraused@clps.org

CROTHERS ELEMENTARY SCHOOL
27401 Campbell • Warren • 48093 • 586.510.2400

Matt Provost, Principal ......................................................................... provostm@clps.org

PECK ELEMENTARY SCHOOL
11300 Engleman • Warren • 48089 • 586.510.2600

Meghan Evoy, Principal ......................................................................... evoym@clps.org

ROOSE ELEMENTARY SCHOOL
25310 Masch • Warren • 48091 • 586.510.2700

John Grob, Principal ............................................................................. grobj@clps.org